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THE CAMPING MAGAZINE

FEATURING

Changing Conditions in American Camping . . . . . Julian H. Salomon

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Alice Paulaukas and L. R. Whittington

Streamlining the Treasure Hunt for Large Camps . . . . C. Frederick Messinger

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What the Average Camp Spends . . Ross L. Allen

Camp Olympics . . . . . Chris G. Chachis

Fire Prevention for Camps . . William H. Easton

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VOLUME XII NUMBER 4

OFFICIAL JOURNAL OF THE
AMERICAN CAMPING ASSOCIATION, INC.

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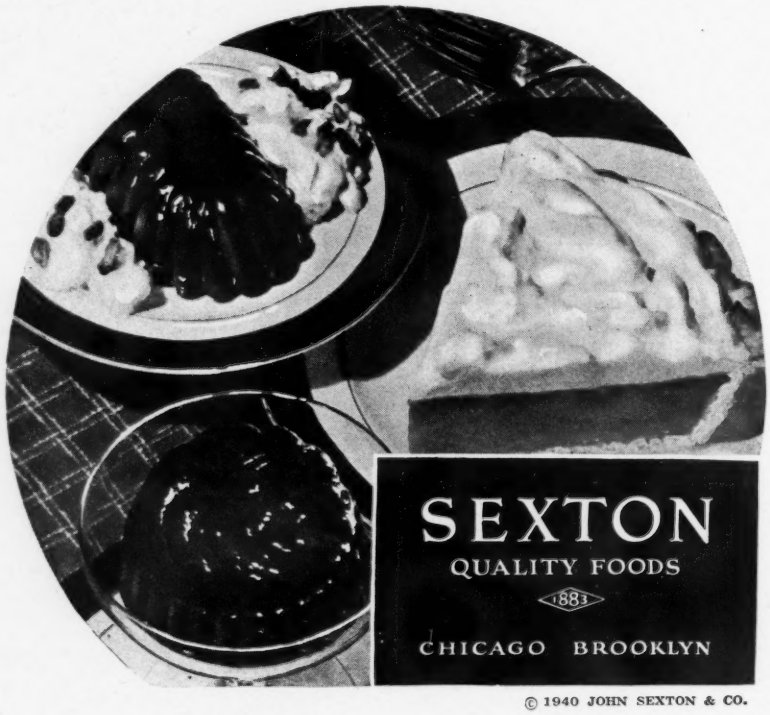
Dainty...
Delicious...
Digestible

...a trio of adjectives to describe a trio of justly popular desserts. Popular with all who serve many people each day —and popular with the people served, for they rest as gently upon the institutional budget as upon the patron's digestion. Pudding made of Edelweiss Instant Chocolate Dessert . . . pie of Edelweiss Butter Scotch Dessert . . . and for the lighter palate, there's nothing so good as a serving of tasty, colorful strawberry gelatine, or ONE OF THE FOURTEEN OTHER FLAVORS. For pleased patrons and greater profits, specify Edelweiss.



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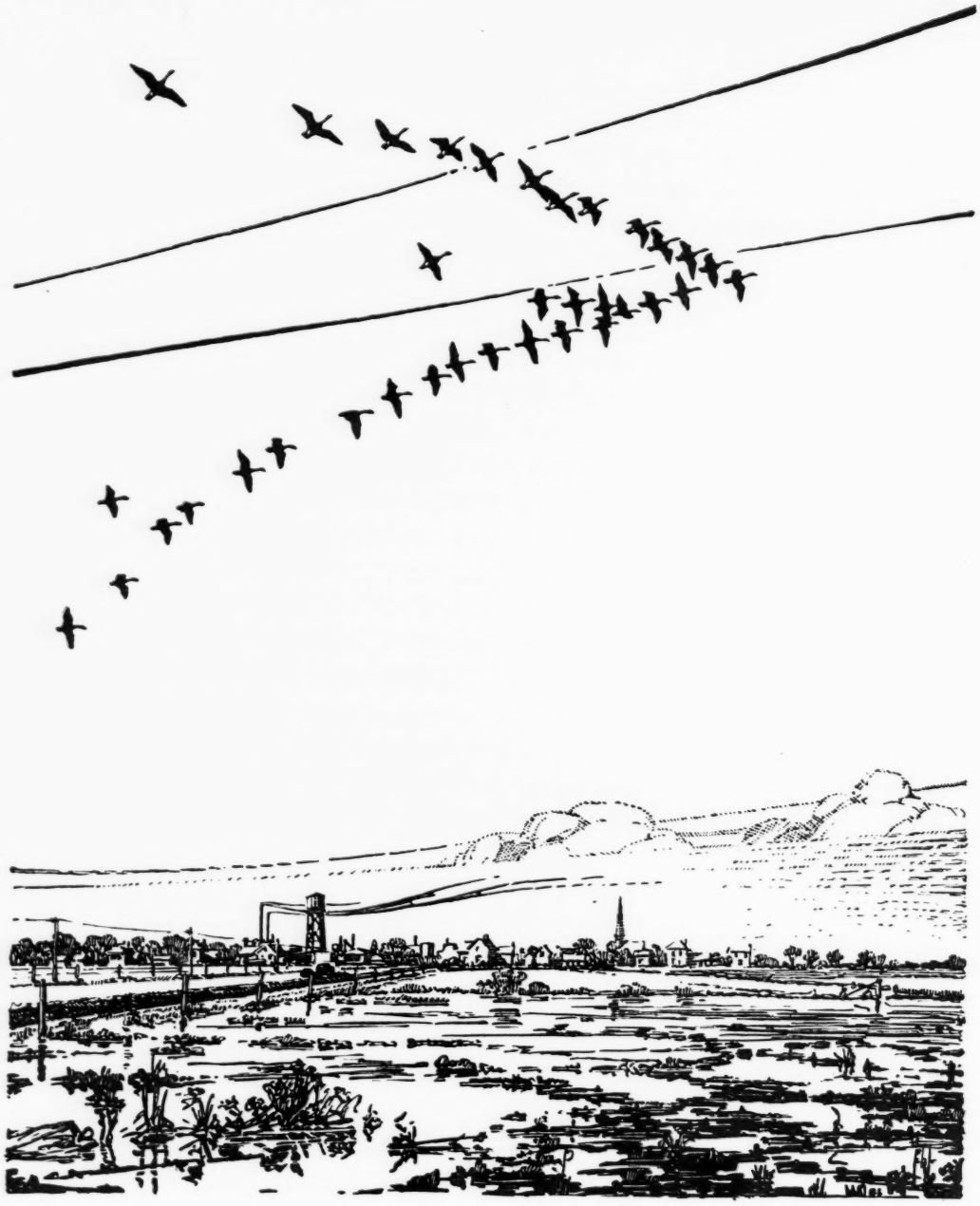


By Francis Lee Jaques. From *The Geese Fly High*, University of Minnesota Press

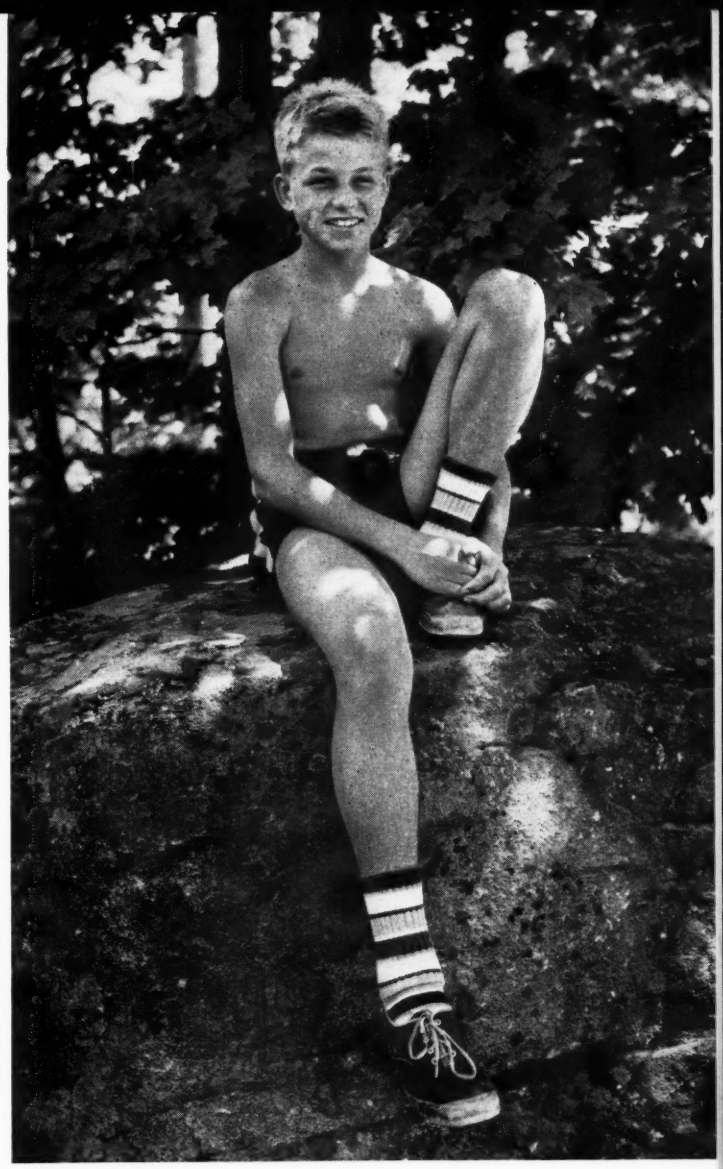
THE HONKERS OF THE WILDS ARE FLYING AGAIN

Wild goose, O wild goose,
Up in the high wild weather,
Tarry a moment, O brother!
Let us go on together!

Karle Wilson Baker

CHANGING CONDITIONS IN AMERICAN CAMPING

By
JULIAN H. SALOMON



Courtesy Camp Wyanoke

Editor's Note.—An address given before the conference of the Pennsylvania Section of the A. C. A. in February.

CAMPING has never been static. If we were to freeze it, it would cease to be camping. As long as it remains free from fixed forms and traditions, it possesses unique advantages as an educational enterprise. These facts are borne out by its history.

In its beginnings camping was free and informal: it was in essence a primitive life in the woods. The entire program consisted of the work and pleasure which this type of life provided. Needless to say, the campers enjoyed the experience and came back for more. It was in this way that the camp idea spread and the camping movement as we know it today came into being.

As time went on camping entered another phase. Into our primitive Eden crept ideas, competition and regimentation. They gained entrance because camps grew great in size. Camps had been good for a few; why should they not be good for many? From 35- or 40-camper camps we increased enrollments to 60 or 70, 100 or 150. With larger numbers the need for stricter organization and concentration of power is a necessity. So we turned to the schools for ideas on organization; and having successfully borrowed ideas on health and sanitation from the Army, we also accepted the Army's ideas on camp layout. To keep the campers' time fully occupied, competition was stimulated by systems of honors and awards. Under these methods camps became rigid and real camping almost disappeared.

Of course, there was a variety of practice then as there is today. Not all the camps went to extremes in schedules, urban activities, and artificial incentives to keep the campers busy and interested. Nevertheless, these practices were so general that this period in camping is rather clearly defined.

In the last 10 or 12 years camping has entered another phase: it has become critically and deliberately educational. The values of the camp movement for education in social living, personality, character, and health de-

velopment became more generally known as did the methods for successfully achieving definite results in these terms. These ideas and methods were widely disseminated through a new camping educational literature which ushered in the present period of camp development. The new ideas and methods have led us to return to many of the informal ways and activities of the early camps and away from large groups, highly organized programs, set time schedules, intense competition, and systems of awards and honors.

Some of the recent changes in our camping ideas and methods are now clearly defined; in others the beginnings of new trends are noticeable, but we are not yet sure as to the exact direction they are taking. It may be helpful if we consider some of these changes in detail.

In camping, as in every other phase of human endeavor, leadership is of first importance. It is good to report that the quality of our leadership is definitely improving. This is due to a wider recognition of the need for specific training for camping and to the meeting of this need by a great increase in our resources for the training of camp leaders. There has been a steady increase in the number of camp leadership training courses conducted by colleges since the first college course in camp leadership was started by Dr. Elbert K. Fretwell and his associates at Columbia University just 21 years ago. Other agencies have joined the colleges and universities in conducting camp leadership training courses so that opportunities for training are now available all across the country.

The need of "in-service" training has also been recognized by most camping organizations. Many train their leaders through formal and informal methods while camps are in session.

Above all, camps are sure that more than an engaging personality or a peerless athletic record is necessary to a successful counselor. An understanding of children, of psychology and hygiene now carries more weight than spectacular skill in a sport or superior ability in a single activity. We want the all-round counselor rather than the specialist.

The organization of camps has shifted from an autocratic to a democratic basis. Opinions of counselors and campers are more widely sought, and both are given a large share in

Photo from Camp Mahopac

Courtesy Camp Wyanoke

planning and carrying out the camp program. Staff meetings are held regularly before, during, and after the camping season; and staff members are encouraged to discuss fully their ideas and problems. Many other means have been discovered to give recognition to the rights of the counselor as an intelligent individual.

In an increasing number of camps counselors are housed separately from the campers. It has been found that this practice is of advantage to both counselors and campers. The campers get along better when placed on their own, and the counselors are given the privacy which they need and appreciate. There is no more need for counselors to sleep in the same room with the campers in camp than there is for parents to sleep in the same room with their children at home. In camps for very young children counselors sleep in rooms adjoining those of the campers, but camps for older children are providing separate tents or cabins for counselors. It is recognized in this way that the staff, usually made up of older people in camp all summer, is entitled to a little more room and privacy than the campers require.

The ratio of campers to leaders is going down. Eight campers to one counselor is now almost a universally recognized minimum standard. In camps conducted by the more experienced agencies the ratio is considerably lower than this. As an example, I quote this statement from a recent study of camps in the State of Ohio:

"99 of the 151 reporting agencies have a ratio of less than eight campers to one counselor. A few more than half of these camps have a ratio from two to less than six campers per counselor. On the whole the semi-public and private camps have a lower camper-counselor ratio than the public camps. The Camp Fire Girls, Girl Scouts, Y. W. C. A., Settlements and Community Centers and Private Camps appear to have the lowest camper-counselor ratio."

Included in this report were five camps with a ratio of 16 to 24 campers to 1 counselor, three with 24 to 32 campers to 1 counselor, and two with 32 to 40 campers to 1 counselor. On the other side were 37 with a ratio of 3 to 1 or better and 30 with a ratio of 4 or 5 to 1. This illustrates one of the wide differences in present-day practice and the strong trend toward better methods. Another interesting point in connection with this tabulation is that, of the camps covered, 125 were semi-public or

(*Continued on page 28*)

Pottery Making as a Camp Activity

IT HAS been said that the aim of education is to fit the child for more intelligent living in a democracy. This covers an immense amount of territory, and educators do not agree on what constitutes the best preparation. There are, however, two criteria on which the content of both formal and informal education can be based; social justification and the development of the individual. That the child will have to adapt himself to social change has been particularly evinced in the past few years. The instability of our social order has become a realization—we are living in a changing world. The development of the individual—intellectually, socially, morally, physically—is equally important. Research points out the fact that environment and experience play a much greater part in the growth of a child than was formerly thought. Intelligence is not stationary, and not only dependent upon heredity. This knowledge changes the whole order of things. When a child's intelligence can be increased through education, there is no limit to what a nation can hope to accomplish with its children. Opportunity for experience in an unlimited number of activities has, therefore, become one of the by-words of progressive schools and camps.

In participating in a number of activities the child is expressing himself emotionally. Emotional expression takes on many forms—music, dancing, poetry, painting, and modeling. Different ideas take on various forms. For example, a child might give definite form to an idea in clay and to another in dancing. There is another reason, also for a variety of experiences—that of developing appreciation. Appreciation is used here in its broadest sense. We all become consumers of music, literature, and art products, and to become intelligent consumers we must have years of experience in becoming familiar with all the different products. True appreciation is not based on a few scattered lessons.

At this particular time, let us look at the value of one medium—clay. It is especially adaptable because of its various qualities. It is plastic and readily lends itself to use with children of all ages. It can be formed over and again. Through it, ideas can be expressed in three dimensions. Precision is not tragically important to the beginner since clay can be added to and taken away from the object in making without harming the final result. This is important while the child is in the trial-and-error stage, from the standpoint of the psychological effect on the child. Those of us who have worked with children know how discouraging it can be to have one little mistake necessitate an entirely new beginning. The younger child's span of attention is inherently short, his muscular coordination is just developing, and slips and errors in manipulation are certain to arise.

Objects that are made, and intended to be kept, should be finished in keeping with correct methods of clay working. Substitutes will not do at all, and should under no circumstances be resorted to. Drying and painting has no place, without exception, when the proper method is firing and glazing. The only argument that has been advanced for substitute finishes is the cost, and it will be shown that this can be reduced to a minimum.

Let us now examine the technical problems with which we are confronted. Our problem is to provide physical means by which natural clay may be formed into ware, dried, fired, and glazed. Some institutions limit themselves merely to modeling pieces from either natural clay or a synthetic self-hardening concoction, feeling that the glazing and firing operations are out of financial reach. While such an activity is no doubt a valuable contribution to the program, it is decidedly and unnecessarily incomplete. The glaze adds another dimension to our appreciation for a piece of ware—the sense

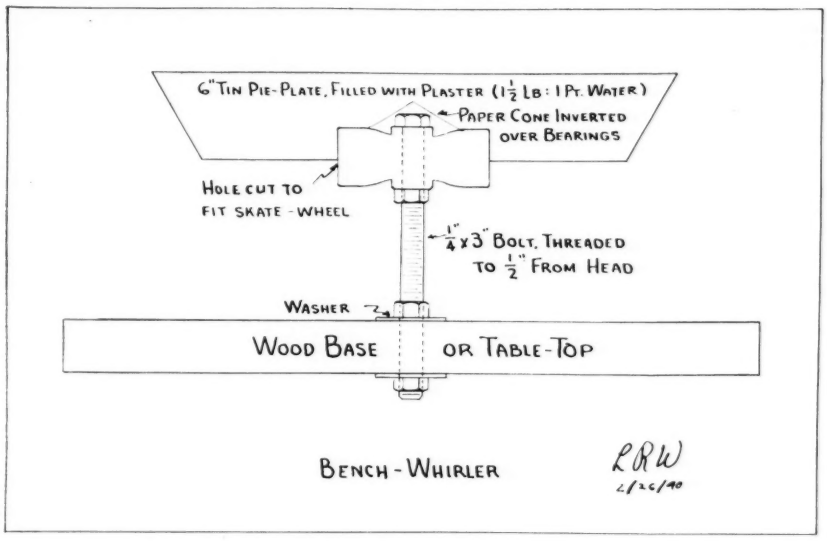
by

ALICE PAULAUKAS

and

L. R. WHITTINGTON

House of Three Bears


6" Tin Pie-Plate, Filled with Plaster (1½ Lb : 1 Pt. Water)
Paper Cone Inverted over Bearings
Hole cut to fit skate-wheel
¼" x 3" Bolt, Threaded to ½" from Head
Washer
Wood Base or Table-Top
Bench-Whirler
LRW
4/26/40

of touch. The first impulse of a person when shown a beautiful vase is to feel the glaze. The management of a recent display of ceramic art treasures recognized this phenomenon when it replaced the conventional slogan "Do Not Touch" with "Handle With Both Hands Only."

Raw Materials

Two raw materials are needed—clay and glazes. Prepared clay can be purchased from craft-supply houses or ceramic concerns which employ clays suitable for our purpose in their manufacturing process. Any flower-pot, brick, drain-tile or roofing-tile plant is a likely source of an economical clay supply. A good clay purchased in small quantities from a supply house will cost in the neighborhood of $5.00 per hundred pounds, and a reasonable figure for the amount of clay needed is 1.8 pounds of dry clay per camper per month. This quotation takes into consideration the facts that not all campers will participate and pieces must be limited in size by the maximum size of an inexpensive kiln.

However, if you are concerned with economy, do not purchase the season's supply of clay until the possibility of finding a local usable deposit is exhausted. No, don't hire an engineer or geologist to do your prospecting. Consult bulletins of the State Geological Survey for locations of clay beds in your vicinity. Extensive excavating will not be involved, because any clay which lies below the ground, rather than on or near the surface, will very likely be unsatisfactory for our purpose. If this proves to be fruitless, there is still a chance. The dry, sandy soil surrounding the House of Three Bears presented an almost hopeless picture, and a State bulletin listed no clay deposits in the near vicinity. The camp doctor was fortunately an angling addict. He discovered a small but satisfactory clay bank while digging for fish-worms.

After a clay deposit has been located, it is necessary to test the material for usability. No scientific test has yet been devised which is better for our purpose than merely trying to use the clay. Mold a few small, simple pieces, such as plaques or vases, observing the molding qualities and the possible presence of sand and fine roots. These may be washed out by means of a simple refining procedure, if necessary. Then set the ware on an inside shelf where it is not exposed to direct sunshine or heavy drafts and allow it to dry. Successful drying is denoted by the absence of fine cracks and warpage. If the clay molds easily and dries satisfactorily, the firing test constitutes a final indication of its usability. Details of the firing operation will be presented later.

If no natural clay deposit can be located in the vicinity of the camp, and if there exists nearby no industrial concern which is willing to sell or give a small supply of its own clay, it then becomes necessary to purchase prepared clay from a supply house. The cost will be higher, but not prohibitive, and the increased cost will be somewhat compensated for by the fact that the clay will be of excellent quality, prepared especially for the purpose. One bit of information is of value in this connection. Commercial concerns normally offer clay in either the dry state, finely pulverized; or in the plastic state, ready for molding. Plastic clay may be

(*Continued on page 24*)

Streamlining the Treasure Hunt for Large Camps

By

C. Frederick Messinger

Camp Hugh Beaver

IN MANY camps the treasure hunt has become a part of the program. In our camp it is a tradition. When the camp was small it was a simple process to lay out a string of clues, start the whole camp on the first clue, and hope that one group would find the treasure. With the growth of the camp, this game became difficult to manage and various problems arose.

To lay aside the treasure hunt never entered our minds. There was something about this game and the campers' eager enthusiasm for it that made its continuance inevitable. We found that there was no other game in the program in which the campers unknowingly learned so much, either in preparation for the hunt or in the hunt itself. With the treasure hunt so tightly cemented into our camp program, we had to make it workable for ten groups or more, allowing all groups to hunt at the same time on the same trail. If your camp is running into the same difficulty, or, if you have not used the event recently, try this plan for the treasure hunt:

The treasure hunt as it evolved at Camp Hugh Beaver is explained diagrammatically by the accompanying illustration. Here is shown a circle of clues which progresses clockwise with clues numbered one to fifteen. Each clue is a message which gives complete directions for finding the following clues. Clue Number 1 may read "Go to a point fifty yards northwest of third base." By following these directions the team will find a clue labeled Number 2 at the exact spot specified by the first clue. This second clue may read "Go to the large beech on the Tamarac Trail." At the large beech, clue Number 3 will be found, and so on the hunt progresses until the entire circle of clues has been traversed.

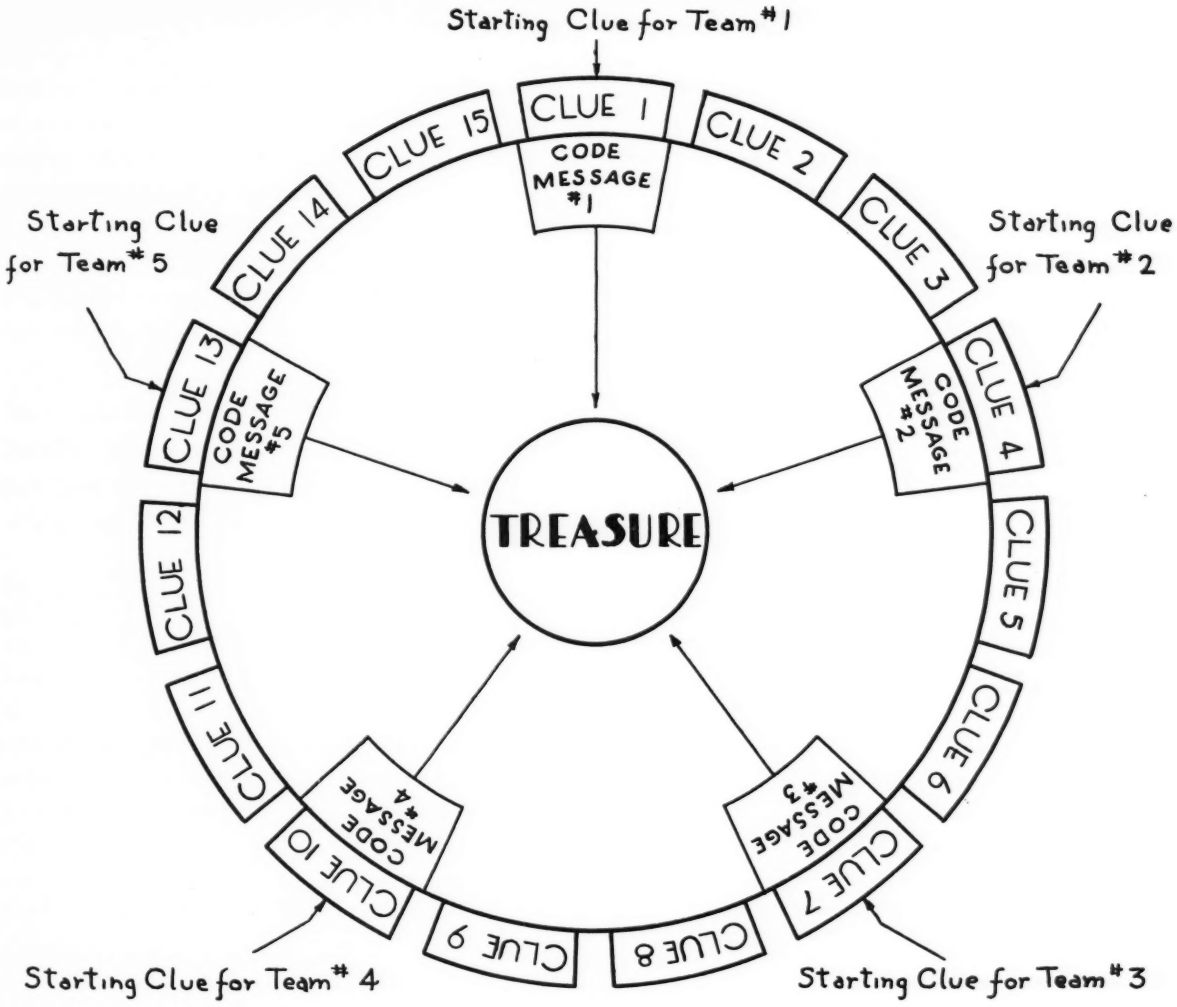
The clues are numbered merely for convenience and have no bearing on the beginning or the end of the hunt, as clue fifteen gives the directions for finding clue one and, consequently, makes the hunt a complete circular chain of clues.

The conventional hunt, on the other hand, is composed of a string of clues which made it necessary for each team to start on clue one and hunt through to the final clue to end the hunt. This meant that all teams began the hunt on the same clue at the same time and confusion was inevitable in the race to complete the hunt. Too many teams were hunting for the same clue at the same time. Even the adoption of preliminary clues for each team did not remedy this trouble and congestion continued at regular intervals along the trail.

By arranging the hunt as a circuitous chain of clues it is possible to start a team at any place in the chain, have the team run through all of the clues, and end on the very clue with which the team started. With this, the first objective of the revised hunt can be accomplished—the staggering of the teams at the beginning of the hunt to avoid the continued confusion experienced in the conventional hunt.

The illustrated hunt is most easily adapted to five teams under this new system. The teams are started on the clues designated in the diagram. Each team has its own clue for starting and, in order to run the gamut of the circle of clues, the starting clue becomes the final clue. In this manner, team one would begin and end the hunt on clue one, team two would have clue four for its initial and final clue, and the third team would have clue seven as its terminal. Although the teams begin on different clues, the hunt is impartial and fair to all, inasmuch as all teams are revolving on the same circle of clues.

Since the hunt is competitive, the teams will advance at varied speeds, and on some oc-



casions two teams may be found searching for the same clue at the same time. Should team one be so skillful as to find clues two, three and four and begin searching for clue five before team two located clue five, such a situation would occur. In a plight like this, skillful management of the teams is necessary to locate the clue, copy it, and return it to its hiding place before being spotted by the other team on the scene. If team one is the first team to find this fifth clue, it will then pass team two and actually be four clues ahead of team two.

Secrecy is the by word of the treasure hunt; each team operates in secret and carefully guards its copy of the clues it has found. In a situation as mentioned in the preceding paragraph the skill of treasure hunting is at its peak and enthusiasm likewise skyrockets with the pinch of close competition.

Thus far the hunt has had some of its kinks ironed out and its mechanics are still quite simple; however, the one great essential is yet to be added to make the hunt complete—the treasure. To bring the treasure into this type of hunt in a manner that will supply an exciting climax to the game necessitates shunting each team from the circle at the team's final clue. Let us call your attention to the fact that the whole circle of clues has been planted before the beginning of the hunt and to start the hunt each team must be handed a copy of its starting clue, preferably in a sealed envelope to be opened at the starting signal. Team one is, therefore, handed a copy of clue one which gives it the directions for locating clue two. However, the location of clue one, in the circle of clues, is unknown to them until the end of the hunt, because clue fifteen is the clue that gives directions for locating clue one. When this team reaches clue fifteen and follows its directions, the team will then find the original of the copy which was handed it to start the hunt. Therefore, clue one becomes the final clue as well as the starting clue for team number one.

As was mentioned in a preceding paragraph, it is on this final clue that the teams are shunted from the circle in the direction of the treasure. This is accomplished by a code message which, when decoded, gives the necessary directions for finding the treasure. To enable each team to use only the code message belonging to it and not a code message belonging to some other team, each message is in a different code. All code messages read exactly alike when decoded and give directions for finding the treasure, but a separate key is needed to decode each message.

At the start of the hunt each team is given its decoding key along with the copy of its first clue. Team one, starting with a copy of clue one will be given a key labeled "Code one." After this team has completed the circle, it will find attached to clue one the code message number one. With the key in its possession this team can decode this message and find the treasure, if one of the other teams has not already found it.

By following the diagram it can be seen that each team in its trip around the circle will find clues to which are attached the code messages belonging to other teams. Since each team has the key to its own code message only, the other code messages are unintelligible to them.

Let us follow team number one through the hunt. To start, the group is handed an envelope containing an exact copy of clue number one which is planted in the hunt. It is also handed the key with which is can decode the code message number one. The clue which this team is handed sends the team to clue two. When team one finds this clue it is really on the trail. If this group is the winning group, it may catch up with group two or even pass two on the way; but, with the groups separated from the very beginning, it is seldom that more than two teams will have to hunt for the same clue at the same time.

The last clue on the circle will be number one for this particular team. When this clue is found, the code message belonging to team one will be attached to the clue container. Upon decoding this code message the complete directions for finding the treasure will be revealed to the team.

This completes the set-up of our hunt; however, to run a hunt of your own, the following details may be found to be helpful.

To lay a hunt, decide its extent and number of clues. Then write the clues, each on a separate strip of paper. Sometimes it may be desirable to use a definite type of clue throughout the hunt—that is, the entire hunt can consist of written messages, or all the clues can be photographs, or picturegrams, or Morse code. Perhaps the hunt can be laid to test the campers' ability in tracking, nature study, compass work or knowledge of local terrain. The variations are limitless.

After sufficient clues are prepared and the treasure is decided upon, the clues are arranged in a circle, geographically. With the proper arrangement of clues it is time to type the entire hunt. Do this in triplicate. The original furnishes the clues that will be laid in the hunt, the second sheet will serve as a referee's master sheet, and some of the clues from the triplicate will be used as starting clues—one starting clue for each team. The hunt is then complete on paper and only the code treasure clues remain to be made before the actual laying of the hunt takes place.

The treasure clue is written out in full and then translated into as many different codes as there are teams. Each code is capable of being decoded only by its own individual key. All of the keys can easily be made by a systematic re-arrangement of the typewriter keyboard—that is, for one code, substitute the second bank of keys for the first bank, the third bank for the second bank and the fourth bank of keys for the third bank. The message written in this code is such an unintelligible line of gibberish that it completely discourages any premature attempts at decoding.

Here are three sample codes and messages. When translated all messages read "Ten yards west of totem pole. Dig."

1.—53h 6q4ew 23w5 9r 5953j 09o31 e82l

a—q	h—y	o—9	v—f
b—g	i—8	p—0	w—2
c—d	j—u	q—*	x—s
d—e	k—i	r—4	y—6
e—3	l—o	s—w	z—a
f—r	m—j	t—5	.—1
g—t	n—h	u—7	,—k

2.—64j 7w5re 34e6 0t 6064k *0p4; r9y;

a—w	h—u	o—0	v—g
b—h	i—9	p—*	w—3
c—f	j—i	q—2	x—d
d—r	k—o	r—5	y—7
e—4	l—p	s—e	z—s
f—t	m—k	t—6	.—;
g—y	n—j	u—8	,—1

(*Continued on Page 31*)

Fire Prevention for Camps

By

WILLIAM H. EASTON

Safety Research Institute

FIRE safety is one of the problems that plague camp management. It can not be ignored, yet it seems never to be solved, for too seldom is there adequate organization and equipment to meet a fire emergency.

It is over the word "adequate" that most of us stumble. The laws requiring fire protection in camps do not even try to go over that hurdle. What appears adequate to one man—or woman—will fall far short of the next person's conception. Accordingly, this article is an attempt to offer a minimum standard of prevention and protection that can be adopted in any camp.

Fire safety, just as water safety, first aid, or any other necessary routine of a camp should be the responsibility of one person in authority. For our present purposes we will call that person the camp fire-chief, although he may be in fact the safety director, the manager, or a head counselor.

Furthermore, the exercise of that responsibility must be planned as carefully as any other detail of camp life concerning the welfare of the camper and the success of the camp itself.

Nothing need be said here of construction. It is not to be expected, as desirable as it may be, that in any camp will the management rip off combustible roofing to replace it with asbestos or asphalt roofing—at least not until a new roofing job is required. This and other features of construction like it are fundamentals and if they have been overlooked in the original construction it is unlikely anything will be done to correct them until expansion or a fire makes new construction necessary. The problem is to protect the camp as is.

Each camp presents problems in fire safety that are as different as one camp from another. So all planning must begin with the physical plant—the relative location of buildings, exits, special hazards, etc.

The fire-chief begins his work by studying the camp plant, preferably with a scale map or plan. All special hazards must be located. The storage of gasoline or oil to operate pumps, power plants, etc., the kitchen where open flames are used, the garage where flammable liquids may be kept, the work shop where paint is stored, are special hazards requiring special protection.

With these special hazards clearly in mind, the camp fire-chief organizes his fire brigade, which in most cases will be made up of senior counselors remaining through the season.

Camps are notoriously lacking in fire-fighting equipment. In most cases they are so remote from mechanized fire departments that they must depend almost entirely upon their own resources. If, however, there is an organized fire department in the vicinity, the camp fire-chief should arrange with that department to obtain help if it is needed. This point is mentioned for the reason that there is a growing tendency in rural fire districts to keep apparatus inside those districts except for prearranged special runs.

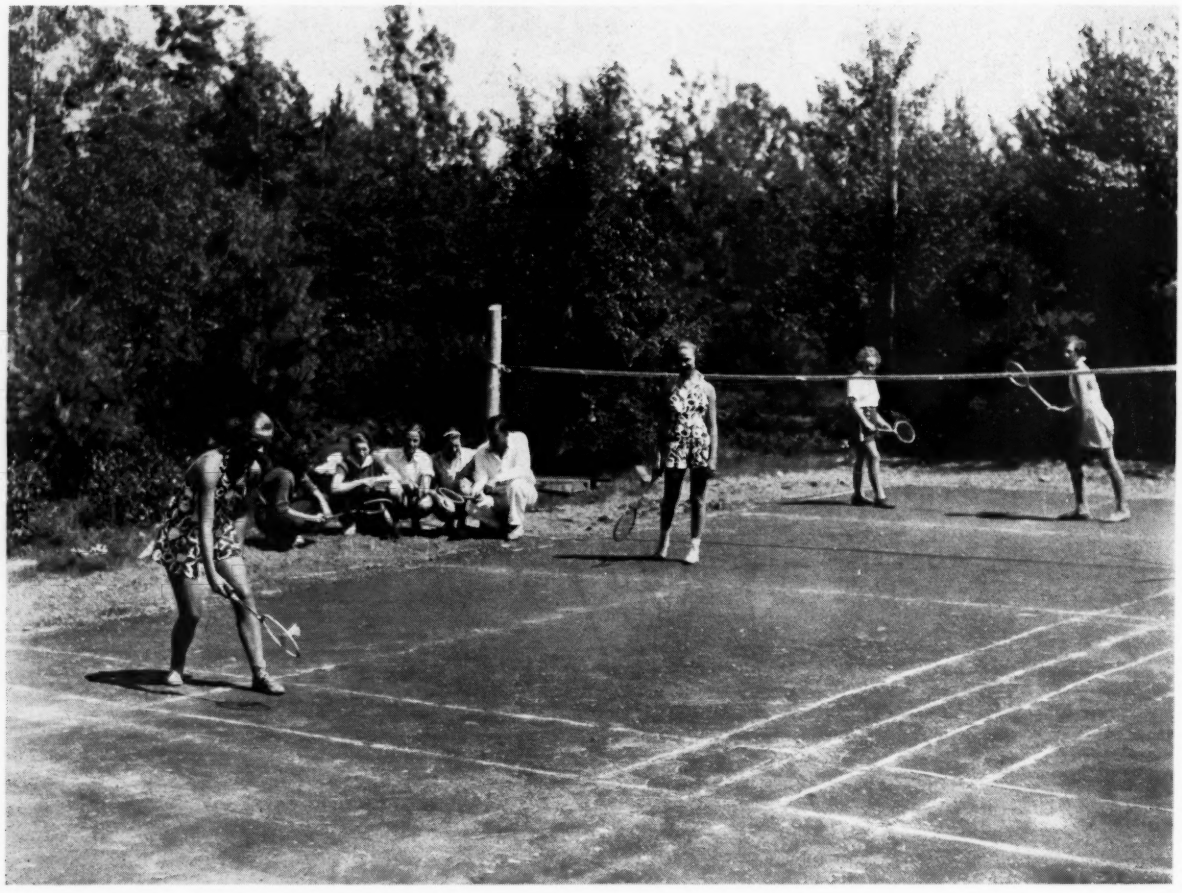
Few camps have sufficient water pressure to bring hose lines to bear on a fire. And lacking this heavy artillery of fire fighting, it becomes increasingly important to attack fire quickly before it gets beyond control of the equipment available.

The camp fire-chief's most reliable weapon is the fire extinguisher. The efficiency of his brigade will depend upon locating this equipment according to quantity and type required to meet the fire emergency that may be anticipated at any given point.

Special hazards involve different types of fires and the fire-chief must be well informed on this point and must pass this information along to his fire brigade.

Fires in ordinary combustible materials such as wood, paper, textiles, grass, brush, etc., are known as Class A fires. They require the quenching and cooling effect of water.

(*Continued on page 26*)



BADMINTON STEPS OUT OF DOORS

By
CARL H. JACKSON
and
LESTER A. SWAN

WITH the rapid rise in popularity of badminton it was natural that its possibilities as a camp activity should become recognized. It should not be assumed, however, that the devotees of the shuttle have generally confined their playing indoors. As a matter of fact, its popularity in some quarters has been due to the outdoor game.

In California, it is probably played more out of doors than in, for the simple reason that the wind dies down consistently in the late afternoon, making outdoor playing conditions ideal. And the game has grown by leaps and bounds in that region. Around the city of St. Louis, the game has thrived in the open air also, to the point of holding regular outdoor tournaments to large, enthusiastic galleries, under the auspices of the local badminton association. Be it remembered too, the game had its early start without benefit of shelter, save that provided by nature.

The weight of the shuttle (or bird) precludes all possibility of playing the game in the face of a strong or even moderate wind, but this presents no serious obstacle even in Northern climes. It is a simple matter to find a sheltered and otherwise suitable spot in most campsites. Then too, we are usually favored with a period of calmness in the early morning and just after sundown.

Badminton is Fun

Boys and girls like the game, for one reason, because it is relatively easy to learn—at least to the point where you *can* have fun. The period of "growing pains" for the badminton novice is of shorter duration, and less "painful," than that of most sports. There is something intriguing about the species *shuttlecock*. The fun of batting it back and forth is not always apparent to the uninitiated bystander—until he tries it himself.

Small boys and girls have no difficulty

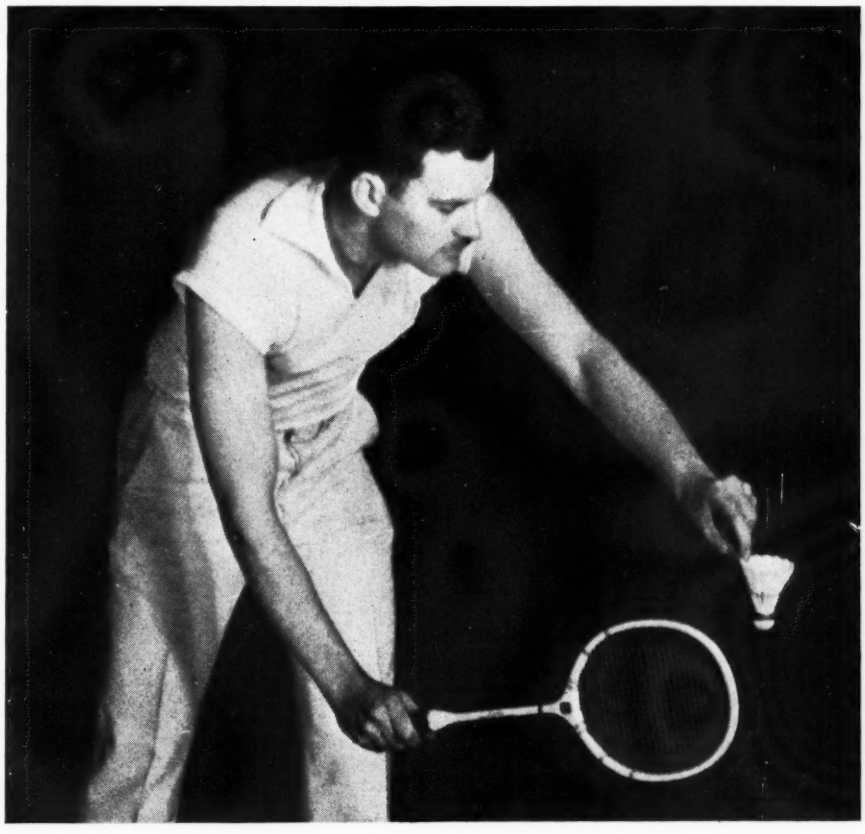
wielding a badminton racket. The difference between five or six ounces of badminton racket and twelve to fourteen ounces of tennis racket is considerable. It is also much easier for them to cover the smaller area of the badminton court, and they never have to chase very far to retrieve the bird, be the shot ever so wild. On the other hand, the older Frank Bucks, who like their game tough, find ample outlet for their energies (and strength) in badminton. The "smash" and "clear" shots at best, require strength—and you can give it "all you've got."

The relative safety of the game and the fact that little supervision is necessary, further recommends it. Once the players know the elementary rules and the more essential fundamentals, they can get along pretty much by themselves. Furthermore, a camp tournament has interesting possibilities.

The Court and Equipment

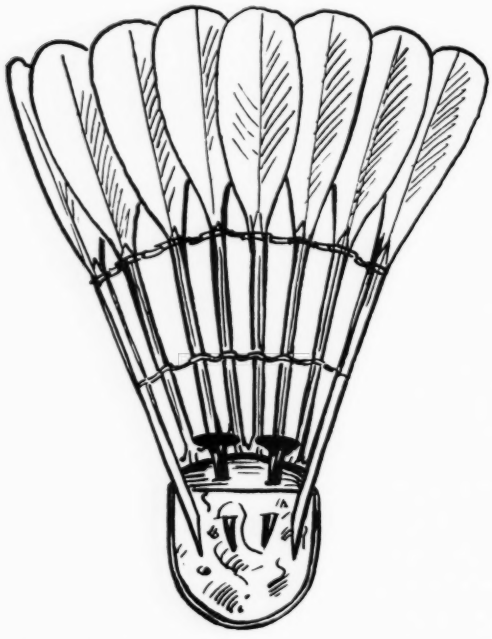
As suggested earlier, a spot sheltered from the wind should be selected for the court. The area need not be large since the outside dimensions of the court are only 44 by 20 feet. Thus, four badminton courts will almost fit into an area the size of a tennis court, and accommodate sixteen players instead of four. The court need not be laid out on a smooth surface and no great amount of care is necessary since there is no bounce of a ball to contend with. All that is necessary is to have a spot free from holes and bumps.

The net is not expensive and receives practically no wear from playing. With reasonable care it will last several seasons. The same is true of an outdoor racket. A fairly strong string will last more than one season if the racket is properly cared for. It should be kept in a press and away from extremes of heat and moisture. A press is essential since the racket frame is very light and more subject to warping than is a tennis racket. With reasonable



precautions, however, a frame will give long service. They are rarely broken by other means than hitting the ground, or another racket or object.

The four-to five-ounce indoor racket should not be used for outdoor play. The outdoor racket is a little heavier, usually between five and six ounces, to accommodate the heavier bird. In selecting a racket, it is well to look to the balance. The "heavy headed" racket is harder to wield than one with a lighter head.



Cross-Section of Shuttle Showing How to Weight with Tacks

Differences may be detected by going through a few practice swings and comparing the "feel" of the various rackets. It will be noted quite readily that the lighter head is easier to wield, the more so if the characteristic wrist movement or "snap" of the badminton strokes is used.

Cutting Bird Costs

Outdoor birds, rubber-tipped in place of the cork used in indoor birds, and a little heavier, are of course available, but one can cut costs considerably if he has access to a club where used birds may be procured. Weighted with tacks (the ordinary carpet variety), as shown in the figure, the indoor bird will serve the youngsters (or anyone, for that matter), just as well as outdoor birds. One may vary the weight by varying the number of tacks, according to the amount of breeze and as desired. One or two tacks will ordinarily be sufficient. They may be pushed into the cord with the fingers.

Badminton players are well aware of the fact that it does not take much damage to a bird to slow it up perceptibly and to make it unsuited to play. When weighted for outdoor play, however, the change of pace due to damage of the feathers is not noticeable so readily.

Birds may be repaired by replacing damaged feathers with good ones from another bird. To remove a broken feather without damaging the seam (or stitch), clip the feather off at the seam, so as to separate the two. To pull the remainder of the feather shaft out of the cork, use a strong, steady pull, straight out, in line with the angle at which the feather is set. (See figure illustrating cross-section of bird.) This will prevent the feather from breaking off in the cork. The hole in the cork may be reamed out with the point of a pencil before inserting the good feather. A single-stitched bird is easier to repair than one with a double stitch.

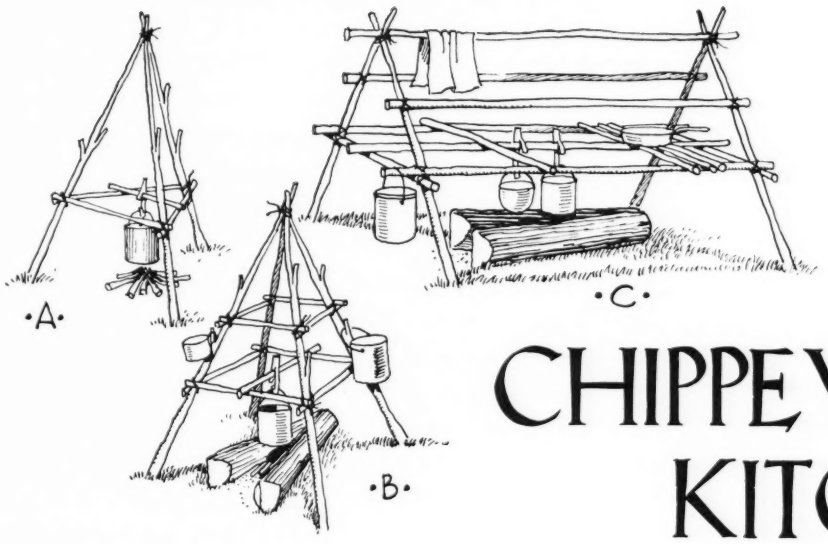
Humidity is the most important single factor affecting the life of a shuttle. When allowed to dry out, the feathers become brittle and break easily. At camp, however, the lack of moisture will hardly be a problem, as in heated dwellings, halls and gyms, unless the birds are left for long in the sun or other hot place.

Beginning Fundamentals

It will be necessary to start the beginners off with a lesson on the grip and a simple, easy method of serving. The racket should be gripped so that the bird may be stroked equally well from any position without changing the grip. Ordinarily there is not time to change. The racket handle should have two wide facets or sides parallel with the face or stringed area, which is a point to remember when buying one.

Lay one wide facet against the palm of the hand and wrap the fingers around the handle in such a way that the little finger grips the extreme end of the handle while the thumb rests against the other wide facet. This enables you to direct the forehand stroke with the index finger and the backhand stroke with the thumb. Note that the index finger and thumb form a V. (See figure of grip.)

(*Continued on page 23*)



A PAGE
from
Woodcraft
By
BERNARD S. MASON

CHIPPEWA KITCHENS

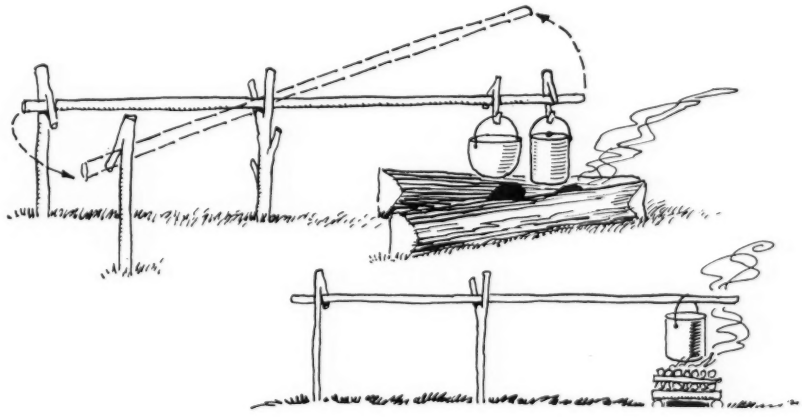
FROM my old Chippewa friends, born woodsmen all, I learned the making of these simple outdoor kitchens without an equal, saw them in use outside countless scores of waginogans over a wide frontier, preferred to all others by families whose every meal means cooking on a campfire. A little fussy, may be the first reaction on glancing at the types in the illustration, but they are handier by far than the stereotyped crane and take but little longer to build—for a camp of several days they can't be beat.

No novelty is the tripod in A, for tripods have hung kettles no end in the camping of children, but it is the least prevalent among the timber Indians. It has its points—strong, secure, upset-proof. The kettles may be hung from the apex in story-book fashion, but preferably from a pole laid across the horizontal braces.

Better is the four-pole frame in B. Its advantages are manifold: There are many prongs and stick ends on which to spread dishcloths, towels and wet clothing; a moveable lugpole for the kettles which can be shoved about at will. The cross-sticks are tied to the corner poles with thongs of basswood bark or with twine. These pointed kitchens outside the picturesque dome-shaped waginogans of bark are the mark of old-time Indian woodcraft.

Best is the larger frame with the long poles shown in C. It is more commodious, with more room for hanging. A few sticks laid across the lower horizontal poles at one end will make a platform for utensils. The top pole is five feet high and the lower lengthwise poles about two-and-one-half feet high, thus offering no interference to movement when setting, or bending over, the fire. Food hung on the poles at night is safe from prowling animals if a smoldering fire is left, for no wild animal relishes the odor of smoke. Such a kitchen is well worth the half hour to tie it up if we are to camp on the spot for a few days.

The Indian purpose of the many horizontal poles in these kitchens is to hang strips of meat and fish for smoking and drying, which use will not interest the camper but he will find they will not come amiss day in and day out, and will be put to a score of unanticipated uses.



What the Average Camp Spends

By

ROSS L. ALLEN

American Camping Association

DURING the past year fifty-seven camps completed a very detailed questionnaire on certain camp expenditures at the request of the American Camping Association. The Association is grateful for this cooperation and appreciates the many hours required to provide these details. It is hoped that some time in the future this study may be extended to embrace some 500-1000 camps and thus insure greater statistical validity and reliability in the data secured.

The figures which will be presented in this article are those derived from 1938 expenditures of 20 private camps and 37 organizational camps with a geographical distribution covering 17 states and Canada.

The persons submitting the questionnaires held responsible positions in camp: 44 were directors, 5 were executive secretaries, 1 was the chairman of a camp committee, 3 were camp owners, and the positions of four were unknown. Camps in question were well established, the average period of existence being 16.9 years.

The camps served the following number of campers during the 1938 season:

Total number of different campers	18,392	—av. 321
Total number of Staff Men	911	—av. 16
Total number of Staff Women	933	—av. 16

Of the campers

6942 were boys	—average 121
6007 were girls	—average 105

Using the data in this study, let us see what the *average camp* spent for the items listed below:

	Average Expenditure Per Camp
Athletic Supplies	$53.94
Tennis	$17.01
Baseball	16.24
Badminton	5.46
Football-Soccer	3.74
Riflery	6.73
Beds and Bedding	71.11
Canvas, Tents, etc.	49.83
Clerical Equipment and Supplies	119.83
Adding Machines	$ 2.37
File Cabinets	3.27
Desks, Chairs, etc.	4.61
Pens, Pencils, Erasers	17.67
Photo Postcards	12.46
Stationery	28.31
Mimeograph Paper	7.32
Mimeograph Machines	1.32
Typewriters	2.86
Construction—Building Repairs	1,499.04
Wash Houses	$ 5.00
Cabins	183.71
Toilets	13.63
Showers	5.44
Craft Halls	25.26
Dining Halls	330.00
Recreation Buildings	92.98
Tennis Courts	218.18
Roads	13.38
Entranceways	2.75
Signs	3.04
Docks	47.28
Beaches	6.32
Pools	132.42
Floats	11.14
Infirmaries	68.68
Tent Floors	7.82
Craft Materials	155.48
Metal	$ 4.31
Wood	5.29
Leather	9.58
Rubber	.44
Yarns & Felt	2.58
Paints, Crayons	3.29
Dyes	.33
Aeroplane Kits	1.02
Clay	2.41
Indian Lore Materials	2.63
Dining Room Equipment	170.23
Dishes, Cups, Saucers, etc.	$ 73.04
Cutlery	8.99

Photo by Hughes, Courtesy the Joy Camps

		Average Expenditure Per Camp
Tables	2.67	
Benches	2.75	
Chairs	62.91	
Farm Implements		3.25
Fire Fighting Equipment		6.70
Food		4,639.39
Bread, Rolls, Flour	$173.61	
Breakfast Foods	36.34	
Dairy Products	865.15	
Soups	6.16	
Meats and Fish	829.54	
Vegetables and Fruits	477.58	
Concentrated Beverages	13.07	
Desserts	51.56	
Groceries	333.48	
Infirmary Supplies & Equipment		66.48
Antiseptics	$ 2.83	
Bandages	1.49	
Adhesive Tape	.82	
Surgical Equipment	.73	
First Aid Kits	1.88	
Insurance Premiums		382.76
Total Mobile Insurance	$ 52.84	
Mobile Liability	26.37	
Mobile Collision	1.62	
Mobile Fire and Theft	2.02	
Mobile Property Damage	5.10	
General Liability	51.40	
Fire	106.60	
Theft	2.30	
Workmen's Compensation	5.85	
Kitchen Equipment		481.52
Stoves	$ 15.14	
Ovens	6.00	
Automatic Refrigerators	34.56	
Ice Refrigerators	41.72	
Utensils	49.86	
Hot Water Heaters	3.86	
Total Fuel	310.88	
Wood	9.93	
Oil and Coal	135.07	
Gas	36.02	
Electricity	116.72	
Library—Publications		26.97
Books for Campers	$ 6.66	
Books for Staff	7.45	
Periodicals	4.20	
Lighting Equipment		30.32
Lanterns	$ 5.74	
Flashlights	2.55	
Batteries	2.34	
Kerosene	5.80	
Electric Plants	17.28	
Bulbs	1.98	
Miscellaneous Supplies		469.66
Gasoline & Oil	$ 99.58	
Laundry	54.39	
Soap	35.71	
Paper Napkins	16.82	
Paper Cups	16.20	
Paper Towels	9.19	
Toilet Paper	6.76	
Tools	.61	
Paint	1.75	
Disinfectants	9.32	
Dust Laying Compounds	1.38	
Coca Cola	8.78	

(*Continued on page 27*)

CAMP OLYMPICS

By

CHRIS G. CHACHIS

Camp Letts, Maryland

IN THIS age of speed, noise, mass production, and European mass destruction, an age full of pretence, falsification, and wide spread uncertainty, a renewed significance centers around the old traditions of the Ancient Greeks, the traditions of the Olympic Games as a means of prevention of youth destruction, through clean sportsmanship and the attainment of strong bodies, minds, and spirits.

It is with these thoughts in mind that I originated and staged the Boy's Camp Olympics last summer at Camp Letts, Edgewater, Md. (Washington Y. M. C. A. Camp for Boys). But first, a word or two of historical background:

In the days of my forefathers, the Ancient Greeks, eleven days before the games were to start, heralds proclaimed throughout all the cities the truce sacred to Olympian Zeus, which was to last a month. This truce made the games possible, for all wars between Hellenic states ceased and people were allowed to travel unmolested.

Through the centuries the games were carried on, having a religious and socializing influence throughout the ancient world. But with the passing of the years the ideals which originally were the basic foundation of the games began to be undermined by wars, hates, graft, and corruption till they were finally submerged. They became so corrupt that finally, in 393 A. D., the first year of the 293rd Olympiad, they were abolished by Theodorius I, then Emperor of Rome, who had conquered Greece.

Centuries later, through the sincere efforts of Baron Pierre De Coubertin of France, the Olympic Games were revived in Athens in 1896. Since that date they have been staged every four years in different parts of the world, with the exception of the World War period (1912-1920). The 1940 Olympics were awarded to Japan, but due to the conflict with China, that country refused the privilege. Then it was decided that Finland would take them; but now, with the present European situation, the 1940 Olympics are doomed.

A modern Theodorius I (Hitler or Stalin) has come into the picture of the present era in whose hands lies the fate of the future Olympic Games, like that of world brotherhood and human understanding.

It is our duty, therefore, to see that youth, especially campers, experience a little of the flavor of the Olympic Glory, an understanding of the true sportsmanship and unusual satisfaction of this famous event.

Before I describe this project in detail let me give a word of credit to the person to whom I dedicate this article: While it is true that I originated and directed these Camp Olympics at Camp Letts, the spark and source of my idea came through a conversation with my late friend, Aleksy Lesniewizc, whom I took to camp with me as a guest last summer for the early part of the season. I say my "late" friend—he had come to this country from Poland last year on a Y. M. C. A. scholarship to study at Springfield, and at the conclusion of his camp visit departed for Poland, not to be heard of since! God bless his soul.

So with a few ideas from Mr. Lesniewizc coupled with my own experiences with the Greek camps abroad, the week's program of the Camp Olympics came into being, which will remain in our Camp Letts memories as one of the most colorful, most spectacular, and most unusually interesting events in the camp's history.

We all know that the secret of good programming rests in the frequent introduction of something different, something spectacular and colorful—sometimes even just the *name* of an activity arouses the enthusiasm of the campers. So it was with the Camp Olympics.

Did the campers not have opportunity enough in their regular physical program to enjoy track and field, group games, and swimming? Yes—but these opportunities are typical of almost any camp. We wanted to give them a new excitement, a new atmosphere, such as the colorfully decorated campsite, the spectators, the glory of the wreaths, and the young lady who placed these wreaths on the winners' heads as they came forward to the specially constructed platform! In addition to this was the fact that the project integrated all of the camp departments in a united affort—the repairing the athletic facilities, the decorating of the camp, the fashioning of wreaths, the making of flags and pennants, all contributed to an entertaining and highly educational endeaver. The campers even took old tourist posters of the last Olympic Games (1936 at Berlin) and added the word "Camp" next to the "Olympic Games," erased out the word "Germany," and wrote "Camp Letts" and the date.

The entire campus was bedecked with pennants and flags,—every cabin had its own, and there were two central ones made for the occasion, one a large camp flag, and the other an equally large Olympic flag. A special Olympic platform was constructed in the middle of the athletic field by the Craft Department, with three flag poles, the middle one for the American flag, the camp and the Olympic flags on either side.

A special Olympic Altar was built in front of the platform as in the days of old, made of old discarded planks covered with a decoration of leafy branches so as not to be noticed. An old wash-basin served as the container of a few old rags dipped in kerosene to produce the flames for the opening ceremony. A torch was made also by the Craft Shop from rags dipped in kerosene.

For a torch-bearer we selected an outstanding camper from the Senior Unit, and along with him were the two forerunners, one from the Intemediate Unit and the other from the Junior Unit.

The opening of the festivities started by a grand parade of all the campers according to units, marching towards the Athletic Field and arranging themselves in parallel lines according to cabins, facing the altar and platform. Allegiance to the flag was given by all in unison. This was followed by the approach of the two forerunners—two cute little fellows wearing a wreath on their heads, announcing loudly the coming of the torch-bearer, who could be seen from afar coming out of a wooded section carrying a lighted torch, wreath on his head. He entered the track, ran once around it, and then handed the torch to me and in turn I lit the altar with it. I then stepped on the platform and gave the dedication in the same Greek dialect in which it is customarily given in my own country. Roughly translated, the dedication was something like this:

"Oh! Greece, beloved country, torch-bearer of civilization, may the shadows of Ancient Olympia come to light once more that they may bring honor and praise to the days of old. And to you, the youth of the land of my forefathers, who were first in running, in throwing, in jumping, and in wrestling; to you and to those who have followed your footsteps in giving their lives for true sportsmanship, I now dedicate these First Boys' Olympics of Camp Letts. May they be repeated every year in the same manner, honor, and purpose for which they stand."

This was followed by the Olympic Oath which was given by a member of the Senior Unit: "I promise upon my word of honor that in any sport in which I may be a participant I will not take unfair advantage of an opponent; but I will be courteous in word and in attitude to opponents, officials, and spectators; that I will observe the rules of the games in spirit as well as in letter; and that I will constantly try to uphold the ethics of amateur sport."

After this, the camp director, as Head Judge of the Games, stepped on the platform and declared the First Camp Olympics open.

At 2:45 P. M. the first event of the Olympics started with the 100-yard dash for Seniors. The program was timed beforehand and at 3:45 we were ready to start our aquatic events.

The rules of the Olympics were as follows: Every camper, after being checked by the doctor was allowed to take part in three events in track and field and at least in one event in swimming. They could also participate in the games as these were on an inter-cabin basis. First place scored 5 points, second place 3 points, and third place 1 point.

The following is the outline of the week's program:

(*Continued on page 31*)

Nightmare in the House of Dreams

An Editorial Cinema Review

"Northwest Passage" is a rugged, fighting bit of backwoods drama, of the type that should appeal to campers. That's why we thought we would like it—and why we would have liked it, were it not climaxed by the usual movie version of an Indian fight.

It is the same old story—a set-up for the courageous pioneers! The pattern never changes, only the tribe is different—it's the Abnaki that get gypped this time. They didn't have any more chance than a worn-out mouse in the claws of the cat.

Major Robert Rogers and his Rangers, we'll admit, had anything but a set-up in wading through those marshes from Lake Champlain up to St. Francis on the St. Lawrence. That episode was good enough—excellent, in fact. It was when they got there that the burlesque all started.

In the broad daylight of the early morning, when any self-respecting Indian would have been having his breakfast, the Rangers entered the shambles that passed for the Abnaki village and tiptoed through it by the score. Yet, nary an Indian heard them! The whole village was set ablaze—yet still no Indians! Only possible conclusion—the Indians all had hangovers. One stray dog seemed to be the only living thing in the village that was sober, but before he got half through a good howl, the versatile Major tomahawked him. Good axthrower, this man Rogers!

When at last the Indians began to swarm out by the score, yes hundreds (from a mere handful of wigwams) all the Rangers had to do was to wait until they conveniently massed themselves into tightly packed groups of a hundred or so, then shoot them down. At this point the audience was expected to stand up and cheer, no doubt. A most inspiring bit of drama! Something like one might expect to see on a big day in the meat-packing plant! Perhaps we are just naïve, but we hadn't realized before that the slaughtering of hundreds of unarmed human beings is entertainment.

The Rogers' Rangers of the movies were gallant men, though. Not a woman or child was shot! For the good reason that the village conveniently didn't seem to have any, except three or four that turned up as captives in the end. It must be that they didn't wake up from their hang-overs at all but slumbered right on in their blazing lodges.

Now, of course, such massacres as this are true to history, for such was the usual procedure in fighting Indians. In this respect "Northwest Passage" is to be commended, and will do much good in relieving the popular impression that it was the Indians that did all the massacring. The thing that serious-minded people can't stomach, however, is glorifying the perpetrator of such an outrage as a full-grown hero because of it; nor can we tolerate the obvious assumption that such mass-slaughter of Indians is to be looked upon as good riddance.

To justify all this, Major Rogers keeps shouting into the sound equipment that the Abnaki have a habit of carving up all stray white people into thin slices—merely for the joy of it. We are expected to assume, no doubt, that whenever the white settlers usurped a new section of land, they merely dropped in on the Indian chiefs with their calling cards and had a cup of tea.

Among the loot hauled away by the Rangers was a good supply of beaded Plains-Indian moccasins, from out in the Dakotas somewhere. Great travelers, these Abnaki of the St. Lawrence! The "period experts" of Hollywood must confine their talents to such things as Colonial wigs and Georgian furniture.

Some day we hope to see a movie in which the Indians have an even break in a fight—something like Custer matching wits with Sitting Bull at the Little Big Horn would do very nicely. But the censors, no doubt, would rule that out, for too much bloodshed is bad for people to see, unless it is Indian blood that is being shed! And some day we hope to see a movie that shows the true Indian as compared to the true white man he fought.

All this concerns us in camping in more ways than we can mention. Here is an otherwise thrilling show of a camping sort, superbly acted. involving much of woodcraft. Every school child knows the supremacy of the Indian over

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all others in woodcraft, and admires him accordingly. Every high-school student is well aware of the Indian's artistic accomplishments, and his superb physique—and he admires him for it. The camps that utilize Indian color for true camping atmosphere and consider it appropriate are more numerous than those who do not. Yet, our movie-going campers are expected to believe that these same camping heroes of theirs are in fact either a bunch of throat-cutting, scalping demons, or a group of disgusting, tongue-tied imbeciles that can do no more than grunt, pig-like, when spoken to.

Because the Indian is so inseparably related to true camping in the minds of American children, and also just for the sake of fairness, truth, and historical accuracy, we who lead children in camping should move to offset Hollywood's relentless and persistent slander of a race of camping folk that was more noble than vicious. The good and the bad were mixed in their culture as in ours—but the good predominated.

We are still hoping that some day a movie will come along that will picture the Indian accurately.

How To Get More For Your Food Dollars

Non-profit organizations devoted to the advancement of human welfare and the service of mankind are many and varied, but a "non-profit" service engaged in the distribution of staple food products on a nation-wide scale, for the exclusive benefit of non-profit organizations and institutions, stands in a class by itself.

Such a service has been successfully conducted for the past ten years by the Economic Conservation Committee of America, with headquarters at 421 Bryant Street, San Francisco, during which time the Committee has served institutions and organizations located in all forty-eight states, Alaska and Hawaii. The list of food products offered by the Committee includes more than 150 items of staple canned goods, packed in No. 10 cans for group feeding, by more than thirty leading canneries. All products bear the E C C Label, and are backed by a strict guarantee as to quality, grades, and absolute satisfaction to buyers.

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zations and institutions. The oldest and one of the largest banks on the Pacific Coast acts as treasurer for the Committee, and all checks sent in are payable direct to the bank. This arrangement of ten years standing eliminates, of course, all question as regards dependability. The Committee has developed a unique system of shipping to practically all sections of the country, in combination carloads or pool-cars, so that freight costs do not defeat the savings to be found in using E C C products. A large portion of the Committee's present clients have been using E C C products year after year for the past five to ten years.

The Economic Conservation Committee plan has met with widespread recognition from various Government departments, national organizations, Governors of many states, and other officials. On one occasion the National Broadcasting Company donated to the Committee a half-hour broadcast on a coast-to-coast hookup, originating from the Palace Hotel, San Francisco. The speaker for the Committee was Hon. William G. McAdoo, former Secretary of the Treasury, ex-United States Senator, and a National Vice President of the Boy Scouts of America. Mr. McAdoo was introduced on the air by Mr. Chester H. Rowell, a leading newspaper editor of California.

Among the 150 odd canned-goods items offered by the Committee are a number of special products which are not generally obtainable through the usual commercial channels. One of these "Special Products" is E C C Tomato Concentrate, which is made from sun-ripened whole tomatoes, skins and seeds removed. The tomatoes are concentrated under vacuum, which means that the food values, mineral salts, vitamins, etc. as well as the original flavor and color are retained. One case of E C C "Tomato Concentrate" goes as far in general use as five cases of ordinary "canned tomatoes" (or five cases of tomato juice), worth an average price of around $1.65 to $1.75 per case, which means $8.25 for the five cases. Therefore, on one case of "Tomato Concentrate" you save the difference between $8.25 and $4.75. In other words, each case of E C C "Tomato Concentrate" means a net saving of $3.50.

E C C Tomato Concentrate is ideal for all general purposes, such as soups, stews, meat sauces, and sauces for spaghetti, macaroni, beans, etc., etc.; and by mixing one part to 5 parts of water, and adding a little salt, you have a delicious tomato juice at about one half the cost of ordinary canned tomato juice.

Besides the large saving in cost and its many practical uses, this product has a very particular appeal for camp use in that one case takes the place of five cases of canned tomatoes, which means much, both in the matter of transportation and handling at Camp.

With the advent of 1940, the Economic Conservation Committee of America is entering upon its eleventh succesful year of "non-profit service to non-profit institutions and organizations", and undoubtedly many who have not yet found this means of getting more for their food dollars will become acquainted with the E C C "service" during the current year.

Institutional Food Service Manual

By Andrew L. Schaidler (Chicago: Ad. Seidel & Son, 1939) Leather, free to customers.

One of the most uniquely organized, practical and serviceable manuals that has come to our attention, designed for the camp food purchaser, dietician, and chef. There are pages and pages of camp menus, and for each item on each menu we are told the amount to order, the exact cost, the recipe and complete instructions for cooking. There are pages of food selectors, and there is an inventory section. And it's all organized so you can get your finger on what you want, and is bound in a substantial leather cover. An interesting feature is the list of menus being used on the Byrd Antarctic Expedition, prepared by the author. The book is prepared for hospitals, camps and schools. It is altogether a valuable asset in the operation of a businesslike, economical kitchen.

Badminton

(*Continued from page 14*)

Technically, in the serve the bird must be hit above the waist or hand holding the racket. Thus the serve is not offensive as in tennis. Youngsters have some difficulty in the beginning with trying to time a "toss" type of serve, that is, a serve made by tossing the bird out in front and hitting it. We recommend, therefore, that they use what may be called an "out-of-hand" serve.

The position for making this serve is illustrated in the figure of the serve. The bird is held well out in front of the body, and the player stands with either the left or right foot forward, as preferred. The beginner will usually find it easier to stand with the left foot forward. The stroke is what may be termed a "gate swing," that is, the racket moves from the wrist only. It is not necessary to move the whole arm (and you will not get as accurate a serve if you do) since it is only necessary to tap the bird lightly. The object is to direct it close to the net-tape and just over the short service line, should it fall to the ground. The bird should not be "popped up" so that the receiver may smash it back but rather it should be hit so that he will be forced to return it by hitting up. In this serve the bird is actually hit out of the hand—it is not dropped or tossed.

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PHYSICIAN, male, seeking position as camp doctor; has had two years' hospital training and four years' camping experience. Salary to be arranged. To begin July 1 and end September 1, 1940. Box 982, Camping Magazine, Ann Arbor, Michigan.

COOK—Wife desires position as cook; husband as handyman. Address Mr. and Mrs. Paul Piribek, R. F. D. No. 1, Ava, Ohio.

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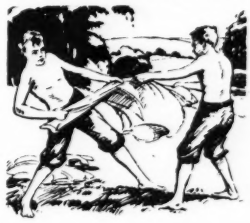

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Pottery Making

(*Continued from page 7*)

more convenient, but you will pay not only for the clay but also for the contained water which averages about fifteen or twenty per cent of the weight. It is not a difficult task to hand-mix dry clay and water to the proper consistency for molding each day, providing the clay has previously been pulverized finely.

One specification must be borne in mind regardless of the source of the clay. The "firing temperature", or the temperature required to vitrify or harden the ware, must not exceed 2000° F., which is the maximum safe temperature attainable with an inexpensive electric kiln.

A ceramic glaze is essentially a glass, being made up of natural mineral oxides which will fuse into a glassy coating at low temperatures. There are two possible alternatives in obtaining glazes: either buy prepared glazes, ready to use after the addition of water, from commercial supply concerns; or compound your own from raw materials purchased from the commercial concerns. A satisfactory transparent glaze, the formula for which will follow, may be compounded for fifteen cents per pound, based upon the price list of a large supply house. This same concern quotes a price of $1.50 per pound for a prepared glaze of very similar nature.

A simple, clear, transparent glaze may be made as follows: place 65 parts by weight of white lead, 10 parts English china clay, and 25 parts of potter's flint in a porcelain mortar, such as is used in every high-school chemistry laboratory. Add enough water to form a thick, creamy consistency, and grind the mixture with a porcelain pestle until no trace of grit is detected. Then dilute the mixture with water until it reaches the consistency of thin cream. This glaze may be applied with a brush if care is taken to obtain a thin, even coat. With some clays it is possible to apply the glaze directly to "green ware"—that is, ware which is dry, but has received no firing. However, it is usually better to first fire the ware without a glaze, apply the raw glaze when cool, then re-fire to mature the glaze.

A clear, transparent glaze such as the one given above contains no coloring matter and will transmit the color of the natural clay. Beautiful effects may be obtained by painting designs on a red-firing clay with a solution of white-firing clay and water, then covering the entire piece with a transparent glaze.

All colored glazes are produced merely by adding a "colorant", which is a metallic oxide, to the formula for the clear-transparent glaze, much in the same manner in which the housewife adds tiny dabs of coloring matter to her cake icings to produce a variety of colors. However, it is obvious that a light-yellow, transparent glaze could not possibly retain its color when applied over a deep red clay. In such a case it becomes necessary to also add a material which produces opacity, so that the glaze color is not modified by the body color. The following table indicates additions that may be made to the clear, transparent glaze in order to produce colors and opacity.

Color Desired	*Addition*
opaque	3%—5% tin oxide
blue	0.5% black cobalt oxide
green	3% chromium oxide
tan	5% iron oxide
orange	3% yellow uranium oxide

All of these colorants, as well as all raw materials needed to compound home-made glazes, may be purchased from supply concerns at prices which permit great savings to those who chose the harder but more interesting and educational method.

It might be recommended that a small supply of commercial glaze, perhaps one or two pounds, be obtained to start off the season and to serve until a satisfactory home-made glaze is compounded. It is wise when experimenting to make up very small batches until it is evident that good results can be obtained. Unsatisfactory results may be due to any of the following factors: insufficient grinding, application of raw glaze too thin or too thick, the ware fired to too high a temperature during the preliminary firing, or the glaze not fired to a temperature sufficiently high during the second firing.

We must of course realize that no one glaze will "fit" any clay body, and that some particular clays are difficult to glaze. Defects due to this cause are "crazing," denoted by the presence of fine checks over the surface; peeling; blistering; and similar faults. Commercial supply concerns will recommend glazes that they have found to be satisfactory for use with the clays they sell. The matter of glaze "fit" is sometimes a difficult technical problem, but amateurs are able to command the same mode

of attack that is used by most engineers—"cut-and-try." A slight change in the glaze composition or a slight increase in the firing temperature may eliminate a troublesome defect.

Equipment

With a few exceptions, the equipment needed will be found on hand or may be improvised. A large work-table, preferably out-of-doors and near running water, is needed. A "bench-twirler" is recommended as helpful in the hand-molding and redecorating of circular pieces. This apparatus consists of merely a round, flat table, about eight inches in diameter, mounted by means of a bearing on a sturdy upright shaft, on which it is free to revolve. The commercial product costs about five dollars, but a satisfactory substitute can easily be constructed by anyone in command of a little ingenuity and a few simple tools. The sketch on page 7 suggests an elementary form of bench-whirler constructed from a small tin pie-plate and a few parts pilfered from Junior's roller-skates. This gadget will by no means equal the commercial product, but will be quite helpful.

A large crock or bucket, of from two- to four-gallon capacity, will serve admirably as a storage bin for plastic clay. Damp, plastic clay must be kept carefully covered with a damp cloth at all times to prevent its drying into a hard mass, which is difficult to restore to plasticity. For this reason, it is wise to prepare only enough plastic clay for a few days' use at one time.

A variety of fancy tools for hand-modeling are on the market, but the camp "hospital" will provide an ample supply of tools—tongue depressors—which are actually preferred for the purpose by one of the nation's prominent ceramic artists.

Ample shelf space for the drying and storage of unfinished ware is important. The glaze department will require a small camel-hair brush and a porcelain mortar-and-pestle if

(*Continued on page 32*)

RECREATIONAL DIRECTOR OR WATERFRONT COUNSELOR IN GIRLS' CAMP. Four seasons' experience as counselor. Bachelor of Arts degree; major in sociology, minor in physical education. Eight seasons' experience as camper. Red Cross Examiner. Age 23, Protestant. Resides in Midwest. Box 333, The Camping Magazine, Ann Arbor, Michigan.

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EDUCATIONAL PURCHASERS, INC.
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Top Sticks Goes Over

One of the exhibits at the Pennsylvania Camping Association Convention, Philadelphia, March 1 and 2 which drew an audience almost rivalling attendance at regular sessions was that of Top-Sticks, Inc., Detroit.

Executives of the company found themselves inveigled into demonstrating some of the more intricate and spectacular "stunts" possible with this exciting sport. Part of the fun was provided by the spectators themselves for many a graying, baldish gentleman stepped forward saying "I used to have a lot of fun with that when I was in school. Wonder if I can still do it?"

Among the routines recommended by the demonstrators as being easy to learn and at the same time spectacular were the Sky Ride and the Hot Foot. We asked the exhibitors to give us a description of these routines and here they are.

SKY RIDE

When the player has mastered the art of spinning the top rapidly and evenly, he is ready to try the SKY RIDE, one of the greatest of all stunts. With the top spinning, the two hands are separated quickly to the full length of the string. This throws the top high into the air. As it comes down, the right hand stick is raised and aimed so that the top lands on the string near the stick. As it slides down the cord, the hands are brought closer together and the spinning process resumed. Two players who have learned the Sky Ride are then able to play catch.

HOT FOOT

This stunt calls for timing and balance. Have top spinning at medium speed. Place left foot lightly on string to the *right* of top. At the same time give a slight upward jerk of left stick, causing top to jump over foot onto string again. The weight of top brings it under the foot to original position.

Fire Prevention

(*Continued from page 11*)

Fires in flammable liquids such as gasoline, oils, cooking fats, paints, etc., are identified as Class B fires. They require a blanketing and smothering effect that will exclude from the fire the oxygen it feeds on.

Fires in live electrical equipment are known as Class C fires and they require an extinguishing agent that is a non-conductor of electricity.

This information will enable the fire-chief to identify, on his camp map, the types of fires that may be anticipated at points of special hazard, and to plan protection accordingly.

Another consideration is the fact that some fire extinguishers need protection from freezing. If there is a fulltime caretaker on the grounds he should be provided with extinguishers that will function properly even in freezing weather. Otherwise, precautions should be taken to empty units subject to freezing, or to remove them to proper shelter.

Generally recommended for Class A fires, that may occur almost anywhere in a camp, is the water-pump tank extinguisher. A battery of such extinguishers, filled and ready for use, should be located at some central point so brigade members can reach them quickly.

This type of extinguisher is commonly used in fighting brush and grass fires when there is a water reservoir available from which they can be refilled.

It requires protecting from freezing if it contains only pure water. For temperatures below 40 degrees, the extinguishers can be filled with an anti-freeze solution.

Recommended for Class B and C fires is the vaporizing liquid extinguisher. This is the familiar quart and quart-and-a-half pump-action extinguisher. It does not require protection from freezing and needs only to be inspected periodically to be certain it is filled. However, because of its size, several of the units may be advisable at points of special hazard. It also can be used effectively on Class A fires when there are no strong currents of air to dispel the extinguishing vapor.

Fires in motor vehicles are sometimes identified as Class D fires. The vaporizing liquid extinguisher is generally recommended for them, and in fact, an extinguisher of this type on each car in camp will provide a high degree of mobile protection that can be rushed to any point accessible to a car.

There are other types of extinguishers in common use. The table below shows in convenient form how and when these, and the types already mentioned, should be used.

Type	Soda-Acid	Vaporizing Liquid	Foam	Anti-Freeze
Extinguishing Effect	Cooling	Smothering	Smothering	Cooling
Use for:				
Class A Fires, Wood, rubbish, etc.	Yes	Yes*	Yes	Yes
Class B Fires, Oils, greases, etc.	No	Yes	Yes	No
Class C Fires, Electrical	No	Yes	No	No
Class D Fires, Automobiles	No	Yes	Yes	No
How to operate	Invert	Pump	Invert	Invert or pump

* In the absence of strong air currents that may dispel the extinguishing vapors.

On all extinguishers look for the label of approval of the Underwriters' Laboratories or the Factory Mutual Laboratories. These indicate that the equipment has met the performance standards established by these laboratories and they assure the owner of protection up to that standard.

It should be the job of the fire-chief to make certain this equipment is properly maintained and ready for use at all times. Directions appear on all units and they should be followed to the letter. All replacement parts and recharging materials should be obtained from the manufacturers of the equipment in use.

The extinguisher has been designed to do a particular job—put out fire. It can be used without danger to the operator at a safe distance from the flames. Many failures to halt fire can be traced to the fact that makeshift weapons were used.

Members of the fire-brigade should be instructed how to use this equipment and be given an opportunity to actually practice with it.

The administration of fire prevention rightly comes within the province of the fire-chief. He should frequently inspect the points of special hazard and make certain that all precautions are taken to prevent fire

The highest standards of good housekeeping must be rigidly maintained. Combustible rubbish must never be allowed to accumulate, but destroyed in a safe way daily.

The hoods and flues over cooking ranges in kitchens should be cleaned of grease accumulations at the beginning of each season. The range itself should be insulated with sheet metal or asbestos to prevent it from igniting exposed woodwork.

All electrical installations should be made by a licensed electrician, or one thoroughly capable. No extensions of wiring should be attempted by anyone else. Portable electric cords should be inspected and all frayed or worn cords discarded.

Paint and solvents should be kept in only one place in the camp. A metal locker is recommended for paint supplies, and thinners and solvents should be kept in air-tight containers. Paint and oil soaked rags should be burned immediately.

Flammable liquids such as gasoline, kerosene, etc., should be regarded with proper respect for their destructive qualities. An approved pump and drum should be used for gasoline. Kerosene should be kept in drums with drip-proof faucets. Both gasoline and kerosene should be stored away from living quarters and in places where a fire would cause minimum harm.

If kerosene lamps are used, the lamps should be filled in daylight under proper supervision

If campfires are permitted, they should be built at specified points and grass and brush should be cleared away from those points.

Grass and brush fires have destroyed many camp structures. The fire-chief and his squad should make fire breaks near buildings, leaving sufficient cleared ground around buildings.

The boat house—if flammable liquids are stored there—and the power and pump houses should be inspected regularly. Spills of lubricating oils, dirty motors, oily rags, are some of the things to watch out for.

The larger the camp, the more extensive the duties of the fire-chief. But the reward for the administration of his fire prevention and protection duties will be a high degree of fire safety, a good investment for any camp.

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THE WOMANS PRESS
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Camp Expenditures

(*Continued from page 17*)

Bottled Beverages (not Coca Cola)	11.49	
Candy, Chewing Gum	53.88	
Toothbrushes	2.79	
Toothpaste & powder	2.96	
Axes, hatchets	2.51	
Linens	5.10	
Mobile Equipment and Repairs		361.71
Trucks	$ 48.07	
Station Wagons	102.83	
Automobiles	76.05	
Wagons	1.23	
Horses	58.98	
Musical Equipment and Supplies		29.63
Music and Song Books	$ 3.19	
Sheet Music	.96	
Victrolas	1.58	
Radios	3.99	
Pianos	14.30	
Photographic Supplies and Equipment		50.86
Films	$ 14.36	
Cameras	2.98	
Developing & Printing	8.89	
Motion Picture Equipment	19.89	
Promotion		273.30
Catalogs	$138.80	
Other Printed Matter	33.11	
Advertising in Magazines	8.86	
Advertising in Newspapers	2.80	

Use of Hotels	24.56	
Medals, Pins, etc.	9.65	
Photographs	.44	
Sanitary Equipment		101.11
Plumbing	$ 35.46	
Water Sterilization	1.22	
Sewage Disposal	12.31	
Incinerators	1.32	
Boilers	10.12	
Drainage Systems	8.56	
Pumps and Wells	2.63	
Sleeping Bags		22.58
Transportation		322.44
Railroad (Staff)	$ 93.29	
Bus (Staff)	11.07	
Automobile (Staff)	109.82	
Freight & Express	7.72	
Waterfront Equipment		210.67
Rowboats	$ 46.39	
Motorboats	18.25	
Kayaks	1.53	
Sailboats	14.81	
Canoes	54.86	
Life Preservers	3.93	
Diving Boards	24.83	
Diving Floats	16.75	
Motors	2.19	
Total		$9,598.81

Changing Conditions

(*Continued from Page 5*)

organization camps; 18 were pub'ic, sponsored by the Agricultural Extension Service and other public agencies; and 7 were private.

There are many other changes in camping that affect the problem of leadership, but time does not permit their discussion here. What seems most important is that we are moving forward both in quality and quantity.

Another noticeable change in camping is the increasing attention that is being given to objectives. These are now being clearly and formally stated from the points of view of directors, camping agencies, parents, staff, and last, but very definitely not least, the campers. Formerly, camping objectives were often vague and, if stated at all, were expressed in rather general terms. Now we want to know exactly where we are going and just how and why we are going to get there. We know too that it is frequently necessary to change our course as new conditions arise and as new needs are discovered. This means that from time to time we must reconsider and revise our objectives. We have also learned that the mere formulation of objectives is not enough. They must be clearly understood by the entire staff and the work of the camp must be planned to meet them.

Closely allied with this interest in setting forth objectives have been the many recent and successful attempts to formulate camp standards. Conspicuous have been the results achieved by the Camp Institutes in Chicago, the Pacific Camping Association; and the Council of Social Agencies at Boston, Montreal, Baltimore, and other large cities. These have followed the pioneer efforts in this field by the American Camping Association, Boy Scouts, Girl Scouts, Camp Fire Girls and other agencies interested in camping from a national viewpoint.

Standards have been defined as desirable conditions or practices. They help us to recognize the conditions which we must meet in order to conduct our camps properly, regardless of whether they are private, semi-public, or public and without regard to the age or sex of the campers. These have to do with such fundamental matters as health and safety, leadership training, program, and administration. Standards, of course, do not mean that we are going to standardize camping by doing away with the individuality and freedom for experimentation that have been the genius of the camping movement. They are rather an attempt to set forth in outline the common body of knowledge derived from our experience and that of others, on which effective camping must be grounded. The many recent cooperative attempts to formulate such standards are a sign that camping is coming of age as a social and educational institution.

As with objectives, it is not enough merely to formulate standards—they must be applied before anything is accomplished. Efforts are therefore being made to discover how camps may be appraised and how appraisal methods may be applied on a large scale. Here again, national, community, and public agencies are effectively pioneering in a field to benefit the entire camping movement.

Since the publication of Sander's "Health and Safety in Organized Camps" 10 years ago, there has been a steady change in our attitude and practice in this field. No longer do we take it for granted that a camp is necessarily a safe and healthful place for children. This

report made us realize that unless we do something to make it otherwise, a camp may be a rather unhealthful place to send a child for the summer.

The greatest contributing factor toward remedying many of the conditions Sanders pointed out has been the trend away from mass activities, mass housing, and intense competition. More rest and less competition are contributing not only to the physical but also to the mental health of the campers. Smaller camps, smaller activities groups, and smaller sleeping quarters are making our camps more healthful places than they used to be. In the old days a camp of 150 or 200 children was considered to be perfectly all right. The 200 ate together, played together, and almost slept together. A compromise was generally reached at this point, and so they retired to barracks where only 12, 24, or 36 were bedded down.

Now we've found that a tent for two is about ideal and a cabin for four seems to serve quite well. These small sleeping units please the campers and contribute to their physical and mental health. Should infectious disease get a start, it is not likely to spread rapidly when campers are housed in this way. This perhaps is the least important advantage of the small group. More important is the effect of the small group on the individual. It is far easier for a child to make adjustments to 3 roommates than it is to 7 or 10. The result is that there are fewer cases of homesickness and other emotional problems. There is relief from the never-ending strain which life in larger groups imposes.

Great gains are being made in the field of physical health and safety. The chief contributors to this progress have been the health and safety services of the American Red Cross, the Boy Scouts, Girl Scouts and other national organizations. The health departments of various States through the establishment of standards and inspection systems are likewise making fine contributions to this phase of camping.

We are learning more about children's food and the need for well-planned and well-balanced menus. No longer do we hold up a gain in weight by all the campers as proof that they were properly fed. We are more concerned with the methods by which food is prepared and served and whether it is attractive and sufficient in quantity to meet the energy requirements of strenuous camp life. Visits to many camps show also that there is a growing realization that the atmosphere of the dining lodge is important and that the best food will not serve its purpose if it is bolted down in noise, tension, and haste.

Another and almost unnoticed contribution to camp health has been the widespread adoption of electric or gas refrigeration. The frequency of digestive disturbances declines rapidly as adequate and dependable refrigeration is provided. Convenience and economy are other reasons that have dictated the installation of modern methods of refrigeration, wherever possible.

Camps are turning from a negative to a positive attitude in developing camp safety. Prohibitions and too close supervision are being abandoned in favor of training to meet situations as they arise. Campers expect to have adventures when they come to camp. If we deny them the opportunity because of a fear of accident, we are robbing them of the most valuable experience that camp may bring. Safe adventure is being provided for by training campers to keep their camp and equipment in perfect order and by teaching them how to meet the many new experiences that camp life offers.

Perhaps the changes which camping is undergoing are most easily perceived in the physical camp—the site, equipment, and buildings. The layout is governed by the strong trend away from mass activities and large numbers. The geometric military layout with its close-ranged cabins is giving way to small tent and cabin groups that are fitted into the contours of the site. The site itself is becoming larger. New camps desire more acreage per camper to permit small unit camping and to provide roaming area. Buildings are being better planned both functionally and aesthetically. The value of beauty in camp structures and its definite effect on the campers is better appreciated.

With this there has been a growing realization of the need for expert and professional advice in camp planning. We are learning that good camps don't just grow naturally but that they are the result of a cooperative planning effort in which the architect, the landscape architect, engineer and camp consultant may well be involved. This does not mean that camps planned with professional help will consist of many elaborate buildings, for there is a growing realization that the well-planned camp pro-

vides only the simplest possible equipment consistent with safety and health.

Camps are being planned for year-round as well as summer use. Camping is no longer confined to the warmer months of the year. The investment required for a modern site and its equipment cannot be justified if it is to be used for only two months of the year. In all the camps built by the National Park Service certain structures have been provided for both summer and winter use. Here we find that in certain communities where the camps are operated on a cooperative basis the winter use has exceeded summer use in the number of camper days.

This brings us to one of the most important changes that is taking place in American camping. We have begun to think, plan, and carry out our camping program on a community basis rather than on the basis of the private individual or agency. Community planning for camping is still in its beginnings, but already there have been some heartening and significant results of pioneer efforts. Some of these have been undertaken as the result of the provision of new facilities near large centers of population which were made available to an entire community. I refer to the camps provided on Recreational Demonstration Areas by the National Park Service.

At Memphis, Tennessee; Louisville, Kentucky; Concord, New Hampshire; and in other communities a number of agencies have banded together to operate camps to meet specific community needs on a cooperative basis. These experiments have been highly successful and have led to plans for cooperation in other phases of camping

There is a deficiency of camps in nearly every part of the country. At the same time records show that existing facilities, provided by the expenditure of community funds are not being used to their fullest extent. This situation is but one of those that point to the need for community planning. We need to make available all of the community's resources for camping in order that the community may derive the greatest possible benefit from them.

We all agree that camping's greatest need is for more trained leadership. In this field we have an excellent opportunity for community cooperation. Camping agencies working together or in cooperation with the colleges can arrange to conduct training courses and to provide opportunities for advanced training in the camps. In a similar way training may be carried on informally through community camp councils and sections of the American Camping Association.

Parent education and publicity, the formulation and application of standards, joint purchasing, and the establishment of central camp referral agencies are some of the things that have been successfully accomplished through cooperation of a community's camping agencies.

The time has come when joint action needs to be taken to plan for the orderly growth of camping. We need to ascertain the camping needs of our communities and to lay plans for meeting them over the years to come. The beginning in this field has been made by public agencies, and it is necessary that camping agencies join in the work if it is to meet with full success.

To gather some of the basic data for camp planning, the National Park Service has been conducting studies of camping in each State in cooperation with State planning boards or similar planning bodies. This work is being done as a part of the National Park, Parkway and Recreational Area Study. The camping study is being carried out in cooperation with the American Camping Association.

It has been possible in this paper to touch very briefly on a number of changes that are taking place in important phases of camping. Many others might have been mentioned—all deserve treatment at greater length.

It was mentioned earlier that in the beginning camping was in essence simple primitive life in the woods. It still is and always will be in the imaginations of American young people who, as they grow up, hope some day to have a chance at the glorious adventure they call camping. To them camping means a chance to sleep in the open under the stars or perhaps in lean-tos they have built or in a tent. It means a chance to build a fire and to cook a meal over it. These are the fundamental adventures in American outdoor life. Above all, camping means FUN and lots of it. It means fun, colored with the romance of our rich American outdoor tradition—the romance of the Indian, the Pioneer, the trapper, the cowboy, and the lumberjack. These are the things in camping that never change, and they never will as long as there are young people who want to go camping.

Camp Olympics

(*Continued from Page 19*)

Sunday, August 6:
2:30—Assembly Olympic Parade
2:32—Forerunners
2:35—Torch Runner lights altar
2:36—Dedication in Ancient Greek — Olympic Oath
2:40—Open Olympics
2:45—Sr. 100 yd. dash
Sr. 220 yd. dash
Jr. 50 yd. dash
Inter. 75 yd. dash
Jr. Baseball throw
Inter. Discus throw
Sr. Shot Put
Inter. 220 yd. relay—4 boys
Sr. 440 yd. relay—4 boys
3:45—Aquatic Events

Monday, August 7:
2:15—Rowing
6:30—Broad Jump—Sr., Jr., Inter.
High Jump—Sr. and Inter.

Tuesday, August 8:
2:15—3:15—Canoeing
One man 100 yd. one turn
Two men 150 yd. one turn
Four men 220 yd. straight away
Sailing (if weather is O. K.) one mile trianglar course.

Wednesday, August 9:
2:15—Rowing
6:30—Inter. Cabin Softball and Volleyball

Thursday, August 10:
2:15—Riflery—Inter.
6:30—Inter-cabin Softball and Volleyball

Friday, August 11:
2:30—Riflery—Seniors
6:30—Inter-cabin Softball and Volleyball

Saturday, August 12:
2:15—Rowing
6:30—Equitation
7:00—Boxing Finals

Sunday, August 13:
Finals in Equitation and presentation of Wreaths.

Due to the limited time the tennis and horseshoe tournaments were conducted separately.

The Treasure Hunt

(*Continued from Page 11*)

3.—yrm ustfd erdy pg ypyr, ½p;r/ foh/

a—s	h—j	o—p	v—b
b—n	i—o	p—½	w—e
c—v	j—k	q—w	x—c
d—f	k—l	r—t	y—u
e—r	l—;	s—d	z—x
f—g	m—,	t—y	.—/
g—h	n—m	u—i	,—.

Now, with all of the paper work complete, the actual laying of the hunt takes place. This needs no explanation; however, a word of warning may be added. It is comparatively simple to lay a difficult hunt, but to lay a hunt that accurately follows each clue is no easy task. Hide the clues cleverly, but place them within reach. Although it has always been our practice to have a counselor accompany and lead each team, we found that even he may grow careless and hasty in a wave of enthusiasm and not replace the clues properly in case they were hidden in a complicated manner.

Each camp offers its own unique possibilities for hiding places for treasure-hunt clues. At Camp Beaver we have had the boys do everything from counting the white oak trees along a certain portion of the nature trail to playing phonograph records in order to get proper directions for their clues. Some of our clues merely give specific directions as in the following:

"Hike the ridge trail to the white pine with the holes pecked by a giant woodpecker."

"Go to the fireplace north of the overhanging hickory. Hunt for the stump with the freshly cut *V* and for the *X* on the fireplace. Site a line over these two points and go straight up the hill 22 yards past *X*."

"At the junction of the lake outlet and Red Rock Run. M. S. in a bottle."

Written music can often be used to advantage. A copy of the music for the bugle call "To the colors" will naturally send the hunters to the flagpole. Music to the bugle call "swim" may send them to the waterfront. Reference to maps can also be made. "Where Bear Lick flows over the 1,100-foot contour mark" suggests that the hunters consult the topographical map to get complete directions.

Perhaps the most fascinating clues are those which are done with pictures or photographs. Simple as well as complicated picturegrams can easily be made by cutting pictures from magazines and pasting them on paper in order to convey a message. A simple one of this type is a picture of a home and a picture of a dinner plate to signify the home plate on the baseball diamond. Photographs of the camp are fun and can be used by making marks on the picture or by merely typing on the photo "Where the photographer stood to take this picture."

For three seasons the hunts at Camp Hugh Beaver have been run by this system. We have found that our treasure hunts have received a surprising stimulus through the use of this simple but streamlined version.

Pottery Making

(*Continued from page 24*)

glazes are to be compounded rather than purchased ready for use.

One particular piece of equipment—the kiln—is most responsible for the popular skepticism regarding a small institution's ability to engage in pottery-making. A commercially purchased kiln of sufficient size will cost about sixty to several hundred dollars. This may be fully justified if our budget will allow such a convenience, but a limited budget does not render the possession of a kiln out of the question. It is a proven fact that an efficient, safe, and inexpensive kiln may be constructed by entirely inexperienced adults, if a previously established design is followed.

Plan for constructing an electrically operated kiln at a cost of $25 to $30 will be presented in the May issue of THE CAMPING MAGAZINE.

Methods

Clay is best prepared for molding by filling a bucket about one-fourth full of water, then adding the dry, pulverized clay slowly, allowing it to soak at first, then mixing and kneading with the hands as the mixture stiffens with the addition of clay. At the proper consistency, the mass will be neither sticky or "short"—that is, tending to crack as it is kneaded.

After the ware is formed and smoothed (and inscribed with the owner's initials if confusion is to be avoided), it must be dried—slowly at first, then in full sunshine or a warm, open kiln.

Dried, unglazed pieces may be stacked in the kiln for firing without adhering to each other, if not over-fired. Small, thin pieces formed from most clays may be fired at a very fast rate if the temperature is increased gradually, a firing time of from four to eight hours not being unusual. The proper temperature for any particular clay must be discovered by experiment, unless this data is supplied by the dealer. An under-fired piece of clay can be easily cut with a steel knife, and an over-fired clay is denoted by warpage, deformation, and the property of not absorbing a drop of water placed on it. When a fired clay can not easily be cut with a knife, and yet will absorb water droplets, it may be assumed that it has been properly fired, with regard to temperature. Cracks in the ware during firing are caused by heating too rapidly.

Ideal temperature measurement may be obtained with an electrical pyrometer, but this instrument is too expensive ordinarily. Efficient heat measurement may be obtained through the use of pyrometric cones, which bend at established temperatures according to the number of the cone. Cones are simple to use, and will cost exactly one cent per firing.

The method of glaze application has been discussed previously. Ware which has been painted with glaze, but not yet fired, must be handled gently to avoid chipping the soft coat of raw glaze. Glazed ware must be set in the kiln in such a manner that every piece is individually supported, and not touching the wall or another piece. Simplification is brought about if the bottoms of the pieces are left bare so that they may rest on the kiln bottom or a shelf in the kiln, but it may be desired to purchase porcelain "stilts" which support the individual pieces upon three points, which produce small, unnoticeable mars in the glaze surface.

The proper firing temperature for the glaze may be determined through experiment or from dealers' recommendations, if glazes are purchased. Slow heating and cooling are of course as important in the second or glaze firing as in the preliminary firing.

Conclusion

It is not intended that these observations should serve as working directions. Many good books, explaining methods in detail, are available and should be consulted by those interested.

It has rather been our desire to present our firm belief that the fascinating craft of clay-working, reduced to simple terms, is well within the technical and financial reach of every progressive camp in the nation. This belief has become an established fact through experience at our institution, and through similar experiences of others in rapidly increasing number.

New York Section to Hear Dr. Stimson

Dr. Phillip M. Stimson will discuss "A Pediatrician's Ruminations and Convictions About Camps" at the April 15th meeting of the New York Section to be held at the Y.M.H.A., 92nd St. and Lexington Ave., NYC. This meeting which will start at 8:30 P.M., will be the last of the Section until next fall.